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ABSTRACT

During the 1985-1986 school year the Instructional Aide Program served 2,370 pupils in kindergarten and first grade in the Columbus Public Schools. The program provided educational support for underachieving pupils by training and placing 124 aides in the classrooms of 227 teachers. The aides provided direct instruction to pupils under the supervision of the teachers. Emphasis was placed on oral language, written language, and reading skills. These three targeted areas were the focus of inservice training sessions for the aides. Pretest and posttest scores were analyzed for pupils who attended at least 118 days (80%) of the program. The results showed that the objective of raising each child's score one point for every month of instruction was met in the kindergarten component where the average gain per month was 2.1 points. The first grade component did not meet the growth objective since the average gain per month was 0.2 points. However, teacher ratings showed that the skills of targeted pupils were substantially enhanced by the instructional aides. Thirteen tables present graphic displays of the data in this report. The survey instruments used in the study are included in the appendix. (VM)

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Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT
ADAPTATION OF CURRICULUM, INSTRUCTIONAL METHODS, AND MATERIALS COMPONENT
INSTRUCTIONAL AIDE PROGRAM

July, 1986

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Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT
ADAPTATION OF CURRICULUM, INSTRUCTIONAL METHODS, AND MATERIALS COMPONENT
INSTRUCTIONAL AIDE PROGRAM
JULY, 1986

ABSTRACT

Description: The Instructional Aide Program served 2370 pupils in kindergarten and first grade. Funding of the program was made available through the Ohio Disadvantaged Pupil Program Fund of 1985-86.

The goal of the Instructional Aide Program is to provide an educational support program for underachieving pupils. The instructional aides were trained to provide direct instructional service to selected pupils in the classroom setting. Teachers involved with the program were assigned an aide for one-half day and provided direct supervision for the aide. The aides attended inservice training sessions and were provided with supplementary materials and many instructional activities in the areas of oral language, written language, and reading skills.

The instructional aide program was located in 53 buildings with an equivalent of 124 aides serving 227 teachers. The average number of pupils served by an aide was 20.1 in kindergarten, and 18.9 in first grade.

Time Interval: For evaluation purposes, the Instructional Aide Program started October 7, 1985 and continued through May 30, 1986. This interval of time gave 147 days of program instruction. Pupils included in the final pretest-posttest analysis must have attended at least 118 days (80%) during the time period stated above.

Activities: Implementation of the program was accomplished through daily instructional activities to strengthen and extend regular classroom instruction. Emphasis was placed on activities which would increase oral language, written language, and reading in order to enhance those skills needed to be successful in school.

Program Objectives: Objective 1.1 (for kindergarten) and Objective 1.2 (for first grade pupils at or below the Reading Readiness stage) both stated that pupils who attended at least 80% of the program year would show an average gain of at least 1.0 NCE point for every month of instruction, as determined by a nationally standardized achievement test. Objective 2.0 stated that pupils would improve significantly in reading and language arts, as perceived by their teachers. Objective 3.0 was to provide training sessions for participants regarding materials and skills necessary to perform the stated tasks of the instructional aides. The sessions would be perceived as meaningful and helpful by 80% of the participants.

Evaluation Design: The major evaluation effort was accomplished through the collection and analysis of the Oral Comprehension Test of the Comprehensive Test of Basic Skills, Level A (CTBS;1981) for kindergarten. For first grade the Vocabulary and Oral Comprehension Test, Level B, was administered in the Fall; the Vocabulary and Reading Comprehension Test, Level C, was administered in the Spring. A comparison could not be made between the Oral and Reading Test. Analyses were based on a comparison of the total reading score for each level of the test administered. Analyses of the data included comparison between pretest and posttest scores in terms of raw scores, grade equivalents, percentiles and NCE's. Locally constructed surveys were used to obtain data from staff involved in the program.

Major Findings/Recommendations: The information collected on the Pupil Census Form indicated that 473 kindergarten pupils and 1897 first grade pupils were pretested and formed the basic group to be served by the project during the 1985-86 school year. The average daily membership in the kindergarten component was 416.2. The average hours of instruction per week was 3.1. The average daily membership in the first grade component was 1719.6. The average hours of instruction per week was 3.0.

The attendance criterion was met by 254 kindergarten pupils, which was 53.7% of the 473 pupils served. Of these, 229 pupils received both administrations of the achievement test. The attendance criterion was met by 1265 first grade pupils, which was 66.7% of the 1897 pupils served. Of these 1185 pupils received both administrations of the achievement test.

A review of the kindergarten component indicated that the program objectives were achieved for the 1985-86 school year. There was evidence that all the criteria specified in the evaluation design were achieved. In particular, an analysis of the pretest-posttest achievement data for the 229 pupils who met the 80% attendance criterion and who took both the pretest and posttest showed an average NCE gain of 2.1 per month for the seven month project period.

A review of the data for the first grade component indicated that all the objectives of the program except one (Objective 1.2) were achieved for the 1985-86 school year. Objective 1.2 called for an average gain of 1.0 NCE's for each month of the program. The average growth was 0.2 NCE's for the seven month period. While the level of achievement did not occur as was anticipated, teacher ratings indicated that the reading skills of target pupils were substantially enhanced through direct interaction with the instructional aide. Changes in NCE scores indicated 579 (48.9%) pupils made gains which indicated a positive change from the pupil's original standing.

Considering the basic importance of reading skills to the educational process, as well as the major role that a lack of such skills play in inhibiting the progress of underachieving students, efforts to improve the effectiveness of reading instruction should be encouraged. The present program, having demonstrated effectiveness by improving the reading skills of underachieving pupils, should be continued.

Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT
ADAPTATION OF CURRICULUM, INSTRUCTIONAL METHODS, AND MATERIALS COMPONENT
INSTRUCTIONAL AIDE PROGRAM

July, 1986

Program Description

The goal of the Instructional Aide Program is to provide an educational support program for underachieving pupils. The instructional aides were trained to provide direct instructional service to selected pupils in the classroom setting. Teachers involved with the program were assigned an aide for one-half day, and provided direct supervision for the aide. The aides attended inservice training sessions and were provided with supplementary materials and many instructional activities in the areas of oral language, written language, and reading skills. The aides were also provided assistance whenever needed by two program coordinators, who regularly visited the aides at their schools, in addition to preparing and presenting some of the inservice programs.

The Instructional Aide Program was located in 53 buildings with an equivalent of 124 aides serving 227 teachers. The first grade aides program was located in 44 buildings with an equivalent of 100.5 aides serving 201 teachers. The kindergarten program was conducted in 14 buildings with an equivalent of 23.5 aides serving 26 teachers. The buildings served by the program are listed below.

Schools Served by the
Instructional Aides Program

Alpine	Eastgate	Leawood	Salem
Avalon	Easthaven	Lincoln Park	Scottwood
Avondale	East Linden	Linden	Second
Beck	Fair	Livingston	Shady Lane
Binns	Fairmoor	Main	Siebert
Broadleigh	Fairwood	McGuffey	Southwood
Burroughs	Fifth	Medary	Sullivant
Cedarwood	Gladstone	North Linden	Trevitt
Clarfield	Hamilton	Northtowne	Weinland Park
Colerain	Heyl	Ohio	West Mound
Como	Highland	Ohio	Windsor
Cranbrook	Hubbard	Parkmoor	Winterset
Dana	Indian Springs	Pilgrim	
Devonshire	Innis	Reeb	

Evaluation Objectives

The following objectives provided direction for the program components:

Objective 1.1 Given the opportunity to participate for at least 80% of the measured period of instruction, kindergarten pupils will show an average gain in reading of 1.0 normal curve equivalent (NCE) point for every month in the program as determined by a nationally standardized reading achievement test.

Objective 1.2 Given the opportunity to participate for at least 80% of the measured period of instruction, first grade pupils identified as being at the reading readiness stage of development or below in October, 1985 and selected for the program will show an average gain in reading of 1.0 NCE point for every month in the program as determined by a nationally standardized reading achievement test.

Objective 2.0 Given service of an instructional aide in the classroom, 80% of the teachers will perceive that pupils receiving instructional assistance by the aide improved significantly in reading and language arts as a direct result of that service.

Criterion 2.1 Evidence of pupil improvement in reading and language arts as a result of the services of the aides as adjudged by the classroom teachers.

Objective 3.0 To provide meaningful training sessions for participants regarding materials and skills necessary to perform the stated tasks of the instructional aides.

Criterion 3.1 Evidence that 80% of the participants perceived each training session to be meaningful.

Criterion 3.2 Evidence that 80% of the participants perceived the content of the training sessions as helpful in the classroom setting.

Pupils were observed in September and were selected for service in October, 1985. The treatment period for evaluation purposes was 147 days, from October 7, 1985 to May 30, 1986.

Evaluation Design

The evaluation design provided for the collection of data in five areas of program operation. Except for the standardized achievement tests, the instruments used to collect the data are found in the Appendix.

1. Standardized Achievement Test Information

The Oral Comprehension test of the Comprehensive Tests of Basic Skills, Level A (CTBS, 1981), was used to determine kindergarten pupil achievement gains. For grade one the Vocabulary and Oral Comprehension tests, Level B, were administered as the pretest; Vocabulary and Reading Comprehension tests, Level C, were administered as the posttest. Because the comprehension tests in Levels B and C do not equate, the decision was made to base the analysis of the grade one results on the Total Reading

scores which are combined from the average of the Vocabulary and Comprehension scale scores. In both kindergarten and grade one, the pretest was administered the last week of September, 1985, and the posttest was administered the week of April 21, 1986.

2. Pupil Census Information

A Pupil Census Form (locally constructed) was completed by program teachers and aides for each pupil served, to provide the following information: days of program enrollment, days of program attendance, and hours of instruction per week. Also asked were questions regarding the pupil's involvement in the Chapter 1 CLEAR program and if the pupil was non-English speaking. Collection of these forms was completed in May, 1986.

3. Classroom Teacher Survey Information

The Classroom Teacher Survey was completed by the teachers to whom aides were assigned. The purpose of the instrument was to obtain teachers' perceptions of: (a) impact of the aides' services on the pupils' reading skills, and (b) various aspects of the functioning of the program in the classroom. The locally developed survey was administered the first part of May, 1986.

4. Inservice Evaluation Information

Twelve inservice training sessions were provided for the instructional aides throughout the school year. At the end of each session, the aides were asked to rate the value of the session by completing the Instructional Aide Program Training Survey. Finally, during early May, 1986, the Instructional Assessment Instrument was sent to all instructional aides in order that they could assess the degree to which the content of the training sessions were adjudged to be of help in fulfilling their responsibilities in the classroom. Dates and topics of inservice meetings were as follows:

Date	Topic
Sept. 5, 1985	Manuscript
Sept. 10, 1985	Manuscript Practice
Sept. 12, 1985	Reading Readiness
Sept. 17, 1985	Children's Literature
Sept. 19, 1985	Puppetry for Instruction and Storytelling
Sept. 24, 1985	Basal Reading Program
Sept. 26, 1985	Individualized Preparation Time
Oct. 1, 1985	Alternative Reading
Oct. 3, 1985	Child Growth and Development; Classroom Management, Motivation and Discipline
Oct. 8, 1985	Lesson Plan Development and Effective Record Keeping
Nov. 12, 1985	Celebrations and Other Basics: Teaching in the "Key of Life"
Feb. 18, 1986	Talking Tall

Major Findings

Kindergarten Component

The Pupil Census Form data indicated that 473 pupils were served by the project during the 1985-86 school year. The average number of pupils served during the year by the 23.5 aides was 20.1. The average daily membership (ADM) in the kindergarten component was 416.2. The average hours of instruction per week was 3.1.

First priority for pupil selection was given to underachieving pupils not served by Chapter 1 CLEAR. Second priority for selection was at the option of the classroom teacher to include underachievers who were also being served in Chapter 1 CLEAR. Of the 473 pupils who were served by the program, 23 (4.9%) were also served in Chapter 1 CLEAR.

The information collected on the Pupil Census Form is summarized in Table 1. The number of pupils fulfilling the requirement of attending 80% (118) of the project days was 254 (53.7%) out of a total of 473 pupils served by the project. The pretest-posttest analysis included 229 pupils out of the 254 pupils who took both the pretest and the posttest and met the 80% attendance criterion.

The analysis of pretest-posttest achievement data for raw score minimums, maximums, averages, and standard deviations are shown in Table 2. The achievement test used was the Oral Comprehension Test of The Comprehensive Tests of Basic Skills (CTBS), Level A. The achievement data in Table 2 indicate that the average change in raw score from the pretest to the posttest was 3.1 items for the 229 pupils who took both the pretest and posttest.

The analysis of pretest-posttest achievement data for percentile minimums, maximums, medians and standard deviations are shown in Table 3. The median percentile for the pretest was 20.6, while the median percentile for the posttest was 35.5.

The presentation of achievement data thus far included results from the analysis of raw scores and percentiles. Raw scores are equal units of measurement but can only provide a limited interpretation of achievement data. Percentiles provide comparative information but are not equal units of measure. Caution is advised in drawing conclusions about program impact from any of the scores above. Normal curve equivalents (NCE's) are generally considered to provide the truest indication of student growth in achievement, since they provide comparative information in equal units of measurement.

Data for NCE's are presented in Table 4. The analysis of the pretest-posttest achievement data for the 229 pupils meeting the 80% attendance criterion and who took both the pretest and posttest indicated an average growth of 14.6 NCE's or 2.1 NCE's per month for the seven month period. Objective 1.0 was therefore achieved for the kindergarten component of the Instructional Aide Program.

In May the teachers participating in the program were surveyed to evaluate their perceptions of the impact of the services of the aides on kindergarten pupils' reading readiness skills. Of the 26 teachers surveyed, 23 (88.5%) returned the survey. The first part of the survey asked the teachers to

respond to eight statements concerning the performance of the instructional aide as well as the adequacy of the CTBS testing instrument. The second part of the survey asked the teachers to respond to twelve statements concerning the degree of progress by target pupils which could be attributed to the efforts of the instructional aide. The third part of the survey asked teachers to indicate the number of pupils retained and the number that might have been retained were it not for the services of the instructional aide. The teachers responded to the items in Part 1 and 2 using a five-point rating scale of (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. Tables 5A, 5B,and 5C contain a summary of responses to the three parts of the survey. The teachers' agreement with item 1 together with the pupils' gain in reading scores as reported in Table 4 is a clear indication that Criterion 2.1 specified in Objective 2.0 was achieved. There is evidence that kindergarten pupils' reading readiness skills improved as a result of the services of the aides as judged by the classroom teachers.

Of the teachers responding to item 6, 60.8% (14) indicated that the CTBS was an accurate measure of reading readiness; two teachers were undecided. During the 1984-85 school year the district introduced a new testing program; the Comprehensive Tests of Basic Skills (CTBS, 1981) was adopted. Level A of the CTBS test series was designed for kindergarten use and was utilized in the program for the first time during the 1985-86 school year. Response to item 7 and 8 indicated test instructions and the time allotted for testing were adequate.

Overall, 86.4% of the teachers attributed pupil progress to the instructional aide as indicated by positive ratings of the twelve skill areas which are listed in Table 5B. The average rating was 4.1 (3 is Undecided and 4 Agreement).

On an average 91.3% of the teachers agreed that aides made a significant contribution to pupils in the area of delivering oral messages and differentiating likes, similarities, shapes, sizes, facts, and fantasies. Nineteen teachers (90.9%) agreed that aides also made a significant contribution in the area of recognizing basal words from the Ginn reading series and in recalling details and stories. Four teachers (18.2%) indicated that the aides did not provide opportunities for pupils to relate and share experiences and stories in correct sequence.

Teacher responses to part three of the survey, Table 5C, indicated that 16 pupils were retained this year and that 59 pupils might have been retained as judged by those teachers responding. The data indicate, for each of the 14 responding teachers, that an average of 4.2 pupils per teacher were probably promoted and were not retained as a result of having additional support provided by the instructional aide.

The data indicate that Criterion 2.1 specified in Objective 2.0 was achieved. Teacher ratings were highly positive, but would appear to highlight this area of concern for future consideration in program planning (helping pupils to relate and share experiences and stories in correct sequence). Concern was also expressed regarding the adequacy of the CTBS as an accurate measure of reading readiness.

During the year, a series of 12 inservice sessions was provided for the kindergarten instructional aides. At the end of each session, the aides were asked to rate the value of the session by completing the Instructional Aide Program Training Survey. The overall evaluation of the content presented at the session is summarized in Table 6. The evidence shows that the aides perceived the inservice sessions to be highly informative, interesting, and worthwhile. Thus, Criterion 3.1 was achieved.

Table 1

Number of Pupils Served, Averages for Days of Enrollment, Days of Attendance, Daily Membership and Hours of Instruction Per Week, and Pupils Attending 80% of Days Reported by Grade Level

Grade	Pupils Served	Girls	Boys	Average Days of Enrollment	Average Days of Attendance	Average Daily Membership	Average Hrs. of Inst. Per Pupil Per Week	Pupils Attending 80% of Days
K	473	236	237	129.3	106.3	416.2	3.1	254

Table 2

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Raw Scores Reported by Grade Level

Grade	Number of Test Items	Number of Pupils	Pretest Min.	Pretest Max.	Pretest Average Correct	Pretest Standard Deviation	Posttest Min.	Posttest Max.	Posttest Average Correct	Posttest Standard Deviation	Average Change
K	26	229	1	15	8.1	2.6	3	15	11.2	2.3	3.1

Table 3

Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles
Reported by Grade Level

Grade	Number of Pupils	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
K	229	1	97	20.6	21.7	1	96	35.5	28.4

Table 4

Minimum, Maximum, Average, and Standard Deviation of the
Pretest and Posttest Normal Curve Equivalents (NCE)
Reported by Grade Level

Grade	Number of Pupils	Pretest				Posttest				Average Change
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	
K	229	1	89.6	32.4	18	1	86.9	46.9	19.9	14.6

Table 5A

Average Response and Percent of Responses to
Part 1 of the Classroom
Teacher Survey (Kindergarten)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. The overall readiness to read of pupils in the target group has improved significantly as a direct result of interacting with the instructional aide.	23	4.5	0.0	8.7	0.0	26.1	65.2
2. The instructional materials made by the aide were useful in working with children.	23	4.4	4.3	4.3	0.0	26.1	65.2
3. The instructional aide has a basic understanding of how kindergarten pupils begin to read.	23	4.5	4.3	0.0	0.0	34.8	60.9
4. The Resource Guide and Handbook developed for the program has been of great value to the aide in helping pupils.	23	4.2	4.5	4.5	9.1	31.8	50.0
5. During readiness activities, the instructional aide relates well to the pupils.	23	4.6	0.0	8.7	0.0	17.4	73.9
6. The CTBS test instrument seemed to be an accurate measure of reading readiness.	23	3.4	4.3	26.1	8.7	47.8	13.0
7. The instructions given to complete the CTBS testing process were adequate.	23	4.4	0.0	0.0	0.0	65.2	34.8
8. The time alloted for testing was adequate.	23	4.3	0.0	0.0	0.0	65.2	34.8

Table 5B

Average Response and Percent of Responses to
Part 2 of the Classroom
Teacher Survey (Kindergarten)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. Relate and share experiences and stories in correct sequence	22	3.9	9.1	9.1	0.0	45.5	36.4
2. Participate in imaginative situations: pantomime, puppetry, role playing, etc.	23	4.2	8.7	4.3	0.0	56.5	30.4
3. Write the letters of the alphabet	23	4.2	8.7	0.0	4.3	39.1	47.8
4. Write their names and numbers (1-20)	23	4.2	4.3	4.3	8.7	30.4	52.2
5. Deliver oral messages correctly	23	4.0	8.7	0.0	0.0	60.9	30.4
6. Listen and respond to stories, poems, plays and other literary forms	22	4.1	9.1	0.0	0.0	54.5	36.4
7. Recall details, stories	23	4.1	4.3	4.3	0.0	60.9	30.4
8. Differentiate likes, similarities, shapes, sizes, facts and fantasies	23	4.3	4.3	4.3	0.0	39.1	52.2
9. Know the sounds of single consonants	23	4.0	4.3	8.7	4.3	43.5	39.1
10. Match words to pictures	23	4.0	4.3	4.3	13.0	39.1	39.1
11. Understand the main idea	23	3.9	4.3	8.7	4.3	60.9	21.7
12. Recognize basal words from the Ginn reading series	22	4.4	0.0	4.5	4.5	36.4	54.5

Table 5C

Average Response and Percent of Responses to
Part 3 of the Classroom
Teacher Survey (Kindergarten)

Item	Number of Teachers	Number of Pupils	Average Number of Students
1. How many pupils are you retaining this year?	8	16	2.0
2. How many pupils might you have retained were it not for the services of the instructional aide?	14	59	4.2

Table 6

Instructional Aides' Responses Relating to the
Twelve Inservice Sessions

Content Presented Was	Percent
a. Very Informative	73.1
Informative	25.1
Not Informative	1.8
b. Very Interesting	68.9
Interesting	28.9
Not Very Interesting	2.2
c. Very Worthwhile	70.8
Worthwhile	26.6
Not Worthwhile	2.6

In May, 1986, the Instructional Assessment Instrument was sent to the kindergarten instructional aides. The purpose of this instrument was to assess the value of the inservice after the aides had an opportunity to apply the inservice training and materials in the classroom. The aides were asked to respond to 11 statements by circling (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. Of the 23.5 aides, 22 (93.6%) returned the survey. Table 7 contains the findings. The evidence outlined in Table 7 shows that Criterion 3.2 was met. All of the average responses were 4.1 or more (4.0 is Agree).

Table 7

Average Response and Percent of Responses for Part 1 of the Instructional Assessment Instrument (Kindergarten)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. As a result of the inservice training sessions, I have a greater understanding of how kindergarteners get ready to read.	22	4.5	4.5	0.0	4.5	27.3	63.6
2. The inservice training sessions have helped me to effectively participate in the reading readiness activities which are conducted in a kindergarten classroom.	22	4.3	4.5	0.0	0.0	54.5	40.9
3. As a result of the inservice training sessions, I have a better understanding of the concerns and responsibilities that a kindergarten teacher has toward the beginning instruction of reading.	22	4.3	0.0	9.1	0.0	40.9	50.0
4. The topics presented in the inservice training sessions were helpful to me in understanding my job in the classroom.	22	4.3	0.0	4.5	4.5	45.5	45.5
5. I understand how the Ginn reading series is to be used at the kindergarten level	22	4.3	0.0	0.0	0.0	68.2	31.8
6. During the inservice training sessions, I learned many activities and instructional methods which may be used in the instruction of reading with kindergarten pupils.	22	4.5	0.0	4.5	4.5	31.8	59.1
7. These inservice sessions have made me aware of the instruc- resources made available by our school system.	22	4.1	4.5	0.0	9.1	50.0	36.4

Table 7 (Continued)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
8. After the inservice training sessions, I felt prepared to assist children learn to read.	22	4.3	0.0	4.5	0.0	59.1	36.4
9. I shared information from the inservice training sessions with the kindergarten teacher(s) to whom I am assigned.	22	4.5	0.0	0.0	0.0	45.5	54.5
10. The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils learn to read.	21	4.5	0.0	0.0	0.0	52.4	47.6
11. The Resource Guide and Handbook has assisted me in the instruction of reading and language arts skills.	21	4.1	4.8	0.0	4.8	57.1	33.3

First Grade Component

The Pupil Census Form data indicated that 1897 pupils were served by the project during the 1985-86 school year. The average number of pupils served during the year by the 100.5 aides was 18.9. The average daily membership (ADM) in the first grade component was 1719.6. The average hours of instruction per week was 3.0.

First priority for pupil selection was given to underachieving pupils not served by Chapter 1 CLEAR. Second priority for selection was at the option of the classroom teacher to include underachievers who were also being served in Chapter 1 CLEAR. Of the 1897 pupils who were served by the program, 14 (0.7%) were also served in Chapter 1 CLEAR.

The information collected on the Pupil Census Form is summarized in Table 8. Out of a total of 1897 pupils served by the project, 1265 (66.7%) met the attendance criterion by attending 80% (118) of the 147 project days.

First grade pupils were administered the Vocabulary and Oral Comprehension tests of the Comprehensive Tests of Basic Skills, Level B, in the Fall and the Vocabulary and Reading Comprehension tests, Level C, in the Spring. A comparison could not be made between the Oral and Reading Comprehension tests. Analyses were based on a comparison of the total reading score for each level of the test administered.

The analysis of pretest-posttest achievement data for percentile minimums, maximums, medians and standard deviations are shown in Table 9. Of the total number who met the attendance criterion, 1185 pupils received both administrations of the achievement test. The median percentile for the pretest was 21.9; while the median percentile for the posttest was 22.5.

Table 10 presents pretest and posttest data in terms of grade equivalents. The average grade equivalent for the pretest was 0.5. Grade equivalents on the posttest ranged from 0.6 to 3.5 with an average of 1.4.

The presentation of achievement data thus far included results from the analysis of percentiles and grade equivalents. Grade equivalents are not equal units of measurement, and fail to indicate where pupils stand in relation to their peer group. Grade equivalents can provide only a limited interpretation of achievement data. Percentiles provide comparative information but are not equal units of measurement. Caution is advised in drawing conclusions about program impact from any of the scores above. Normal curve equivalents (NCE's) are generally considered to provide the truest indication of student growth in achievement, since they provide comparative information in equal units of measurement.

Data for NCE's are presented in Table 11A. The analysis of the pretest-posttest achievement data for the 1185 pupils meeting the 80% attendance criterion and who took both the pretest and posttest indicated an average growth of 0.2 NCE's for the seven month period. Objective 1.2 was not achieved for the first grade component of the Instructional Aide Program. However, it should be kept in mind that NCE's are based on percentiles, which compare the pupil's performance in relation to the general population. For a pupil's NCE score to remain the same at posttest as at pretest does not denote a lack of absolute progress; on the contrary it means that the pupil has maintained the same relative position in terms of the general population. Even a small gain in NCE's indicates a positive change from the pupil's original standing. This becomes evident when we note that ample progress was made in regard to grade equivalent scores.

Table 11B contains data related to the changes in NCE scores for three ranges: (a) no improvement in NCE scores (0.0 or less), (b) some improvement in NCE scores (0.1 to 6.9), and (c) substantial improvement in NCE scores (7.0 or more). The data indicate that 579 (48.9%) pupils made gains in NCE scores. More specifically, 418 (35.3%) made significant improvement and 161 (13.6%) made some improvement in NCE scores, while 604 pupils (51.1% of the evaluation sample) made no improvement, as evidenced by a gain of 0.0 or decrease in NCE score.

In May, the teachers participating in the program were surveyed to evaluate their perceptions of the impact of the services of the aides on first grade pupils' reading skills. Of the 201 teachers, 164 (81.6%) returned the survey. The first part of the survey asked the teachers to respond to eight statements concerning the performance of the instructional aide as well as the adequacy of the test instrument administered. The second part of the survey asked the teachers to respond to twelve statements concerning the degree of progress by target pupils which could be attributed to the efforts of the instructional aide. The third part of the survey asked teachers to indicate

the number of pupils retained and the number that might have been retained were it not for the services of the instructional aide. The teachers responded to the items in Part 12A and 12B by using a five-point rating scale of (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. Tables 12A, 12B, and 12C contain a summary of responses to the three parts of the survey. The teachers' agreement with item 1 is an indication that Criterion 2.1 specified in Objective 2.0 was achieved. While the criterion was achieved, as indicated by teacher ratings, normative data indicates pupil achievement did not occur as anticipated.

Of the teachers responding to item 6, 38.0% (62) indicated that the CTBS Test was not an accurate measure of pupil achievement; 25.2% (41) teachers were undecided. Given the problem experienced with the pretest level of the test utilized during the 1984-85 school year, some explanation is in order regarding the tests currently employed. The CTBS test series was selected in the 1984-85 school year by the Columbus Schools' test selection committee. At that time it was perceived to be the best series that matched our district's course of study for each grade. During the 1984-85 school year a problem was apparent with Level C at the first grade, particularly with the developmentally slower pupil at pretest time. Considering the differences between fall testing and spring testing, it was considered that Level B would be a better match for beginning first graders, while Level C was retained as an appropriate measure for first graders at the end of the school year. Both test levels were better suited to measure the knowledge at each test administration time. The test Level B at pretest and test Level C at posttest were considered more appropriate measures and better discriminators of first grade pupil achievement. Responses to item 7 indicated that instructions were adequate. Responses to item 8 indicated that most teachers felt that the time allotted for testing was adequate.

Overall, 90.1% of the teachers attributed pupil progress to the instructional aide as indicated by positive ratings of the 12 skill areas which are listed in Table 12B. The average rating was 4.3 (3 is Undecided and 4 Agreement).

On the average 96.8% of the teachers agreed that aides made a significant contribution to pupils in the areas of recognizing basal words from the Ginn reading series; and 96.3% in matching words with pictures. Of the 164 teachers responding, 95.0% agreed that aides also made a significant contribution in the area of writing the lower and upper case alphabet; and 92.6% in identifying certain groups of words or sentences and recognizing that words may name people, places, animals and things.

Teacher responses to part three of the survey, Table 12C, indicated that 422 pupils were retained this year and that 807 pupils might have been retained as judged by those teachers responding. The data indicated that an average of 5.3 pupils were probably promoted and were not retained as a result of having additional instructional support provided by the instructional aide.

While data indicated Criterion 2.1 specified in Objective 2.0 was achieved, one item in Part 2 would seem to indicate that the ability of pupils was not as great as anticipated. Teacher ratings would appear to highlight this area of

concern for future consideration in program planning (participating in imaginative situations). Concern was also expressed regarding aides' use of the Resource Guide and the adequacy of the CTBS test as an accurate measure of reading achievement.

During the year, a series of 12 inservice sessions was provided for instructional aides. At the end of each session, the aides were asked to rate the value of the session by completing the Instructional Aide Program Training Survey. The overall evaluation of the content presented at the session is summarized in Table 6.

The evidence shows that the aides felt the inservice sessions were very informative, very interesting, and very worthwhile. Thus, Criterion 3.1 was achieved.

Table 8

Number of Pupils Served, Averages for Days of Enrollment, Days of Attendance, Daily Membership and Hours of Instruction Per Week, and Pupils Attending 80% of Days Reported by Grade Level

Grade	Pupils Served	Girls	Boys	Average Days of Enrollment	Average Days of Attendance	Average Daily Membership	Average Hrs. of Inst. Per Pupil Per Week	Pupils Attending 80% of Days
1	1897	845	1052	133.3	114.7	1719.6	3.0	1265

Table 9

Minimum, Maximum, Median, and Standard Deviation of the Pretest and Posttest Percentiles Reported by Grade Level

Grade	Number of Pupils	Pretest - Level B Min.	Pretest - Level B Max.	Pretest - Level B Median Percentile	Pretest - Level B Standard Deviation	Posttest - Level C Min.	Posttest - Level C Max.	Posttest - Level C Median Percentile	Posttest - Level C Standard Deviation
1	1185	1	94	21.9	19.6	2	95	22.5	21.4

Table 10

Minimum, Maximum, Average, and Standard Deviation of the
Pretest and Posttest Grade Equivalents (GE)

		Pretest - Level B				Posttest - Level C			
Grade	Number of Pupils	Min.	Max.	Average GE	Standard Deviation	Min.	Max.	Average GE	Standard Deviation
1	1185	0	2.8	0.5	0.5	0.6	3.5	1.4	0.4

Table 11A

Minimum, Maximum, Average, and Standard Deviation of the
Pretest and Posttest Normal Curve Equivalents (NCE)
Reported by Grade Level

		Pretest - Level B				Posttest - Level C				
Grade	Number of Pupils	Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Average Change
1	1185	1	83	33.5	15.1	1	86	33.7	16.7	0.2

Table 11B

Changes in Normal Curve Equivalents (NCE) Scores
for First Grade Pupils
1985-86

	Pupils in Sample	No Improvement (0.0 or less)	Some Improvement (0.1 to 6.9)	Substantial Improvement (7.0 or more)
Grade 1				
Number of Pupils	1185	606	161	418
% of Pupils		51.1%	13.6%	35.3%

EVALSRVCS/P518/RPTFAID86

Table 12A

Average Response and Percent of Responses for
Part I of the Classroom
Teacher Survey (First Grade)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. The overall reading and language arts abilities of pupils in the target group improved significantly as a result of interacting with the instructional aide.	164	4.3	0.0	5.5	6.7	42.7	45.1
2. The instructional materials made by the aide were useful in working with children.	164	4.5	0.0	3.0	3.7	32.9	60.4
3. The instructional aide has a basic unserstanding of how beginning reading and language arts are taught.	164	4.5	0.6	3.0	4.3	34.1	57.9
4. The Resource Guide and Handbook developed for the program has been of great value to your instructional aide in helping pupils.	164	4.1	0.0	2.4	18.9	48.2	30.5
5. During reading and language arts activities, the instructional aide relates well to the pupils.	164	4.6	0.0	3.0	2.4	28.0	66.5
6. The CTBS test instrument seemed to be an adequate measure of pupil achievement.	163	2.9	19.0	19.0	25.2	31.3	5.5
7. The instructions given to complete the CTBS testing process were adequate.	164	4.0	1.8	1.8	5.5	72.0	18.9
8. The time allotted for testing was adequate.	164	3.9	4.9	2.4	4.9	67.1	20.7

Table 12B

Average Response and Percent of Responses for
Part 2 of the Classroom
Teacher Survey (First Grade)

Items	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. Relate and share experiences and stories in correct sequence	160	4.1	0.6	7.5	6.9	52.5	32.5
2. Participate in imaginative situations: pantomime, puppetry, role playing, etc.	160	3.8	1.3	10.6	17.5	50.6	20.0
3. Write lower and upper case alphabet	161	4.4	0.0	1.2	3.7	47.8	47.2
4. Write numerals correctly	160	4.3	0.0	1.3	6.9	53.1	38.8
5. Form and space letters and words correctly	161	4.3	0.0	3.1	8.1	48.4	40.4
6. Use manuscript to copy words and sentences correctly	161	4.3	0.0	1.2	6.8	50.3	41.6
7. Match words with pictures	161	4.5	0.0	0.0	3.7	47.2	49.1
8. Recognize that words may name people, places, animals, and things	161	4.3	0.6	1.9	5.0	52.8	39.8
9. Recognize that words may be grouped to express a complete thought	160	4.2	0.6	3.8	7.5	51.3	36.9
10. Identify certain groups of words or sentences	161	4.3	0.6	1.2	5.6	52.2	40.4
11. Listen and respond to stories, poems, plays, and other literary forms	161	4.3	0.6	1.9	5.6	51.6	40.4
12. Recognize basal words from the Ginn reading series	159	4.5	0.6	0.6	1.9	42.1	54.7

Table 12C

Average Response and Percent of Responses to
Part 3 of the Classroom
Teacher Survey (First Grade)

Item	Number of Teachers	Number of Pupils	Average Response
1. How many pupils are you retaining this year?	143	422	2.9
2. How many pupils might you have retained were it not for the services of the instructional aide?	153	807	5.3

In May 1986, the Instructional Assessment Instrument was sent to the first grade instructional aides. The purpose of this instrument was to assess the value of the inservice after the aides had an opportunity to apply the inservice training and materials in the classroom. The aides were asked to respond to 10 statements by circling (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. The instrument was returned by all aides surveyed.

The evidence outlined in Table 13 shows that Criterion 3.2 was met. All of the average responses were 4.0 or more (4.0 is Agree). The instructional aides obviously perceived the inservice training sessions as being helpful in the classroom setting.

Table 13

Average Response and Percent of Responses for
Aides' Perceptions of the Training Sessions (First Grade)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
As a result of the in-service training sessions, I have a greater understanding of how first graders learn to read.	120	4.4	0.8	1.7	0.8	48.3	48.3
The inservice training sessions have helped me to effectively participate in the reading and language arts activities which are conducted in a first grade classroom.	120	4.3	0.8	0.8	0.8	58.3	39.2
As a result of the in-service training sessions, I have a greater understanding of the concerns and responsibilities that a first grade teacher has toward the instruction of reading, and language arts.	120	4.4	0.8	1.7	5.0	44.2	48.3
The topics presented in the inservice training sessions were necessary to help define and support my role in the classroom.	119	4.0	1.7	2.5	12.6	57.1	26.1
I understand how the Ginn reading series is to be used at the first grade level.	122	4.3	0.8	1.6	4.9	51.6	41.0
During the inservice training sessions, I learned many activities and instructional methods which may be used in the teaching of reading and language arts with first grade pupils.	120	4.4	1.7	0.8	2.5	46.7	48.3

Table 13 (Continued)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
These inservice sessions have made me aware of the instructional resources made available by our school system.	118	4.1	0.8	1.7	5.9	65.3	26.3
After the inservice training session, I felt prepared to help children develop and use reading and language arts skills.	120	4.3	0.8	0.8	4.2	54.2	40.0
I shared information from the inservice training sessions with the first grade teacher(s) to whom I am assigned.	120	4.4	0.0	0.0	2.5	56.7	40.8
The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils develop and use reading and language arts skills.	122	4.3	1.6	0.0	8.2	46.7	43.4

Summary/Recommendations

Kindergarten Component

The kindergarten component of the Instructional Aide Program provided an educational program for kindergarten pupils who were underachievers in reading. The program was conducted in 14 schools with an equivalent of 23.5 aides serving 473 pupils and 26 teachers. The instructional aides attended 12 half-day inservice training sessions during the school year.

A review of the data presented herein indicates that the program objectives were achieved for the 1985-86 school year. There is evidence which indicates that all the criteria specified in the evaluation design were achieved. In particular, an analysis of the pretest-posttest achievement data for the 229 pupils who met the 80% attendance criterion and who took both the pretest and posttest showed an average NCE gain of 2.1 per month for the seven month project period. The data indicate that target pupils' achievement of some specific skills, which were to be attributable to the instructional aides' efforts, were achieved and exceeded the degree anticipated. Teacher ratings on the survey highlighted areas of specific concern for future program consideration (to relate and share experiences and stories in correct sequence, and concern regarding the use of the CTBS test).

Considering the success of the present program in achieving the prescribed objectives for the 1985-86 school year, as well as the basic importance of reading to the future academic success of pupils, the present program should be continued. The training of aides, however, should continue to be both intensive and extensive, with inservice training sessions which are provided early in the school year to strengthen instructional skills and which incorporate sound developmental principals of learning, particularly in those areas highlighted in the Teacher Survey. The roles of the instructional team members need to be clearly defined, with emphasis upon joint planning and communication.

First Grade Component

The first grade component of the Instructional Aide Program continued to provide an educational program for first grade pupils who were underachievers in reading. The program was conducted in 44 schools with the equivalent of 100.5 aides serving 1,897 pupils and 201 teachers. The instructional aides attended a series of 12 half-day inservice training sessions in the fall. These sessions focused on a number of topics which were designed to increase the effectiveness of each aide in the classroom.

A review of the data presented herein indicates that all the objectives of the program except one (Objective 1.2) were achieved for the 1985-86 school year. Objective 1.2 called for the achievement of 1.0 NCE's for each month of the program. The data indicated that target pupils, on the average, progressed 0.2 NCE's for the entire seven month period. However, it should be kept in mind that NCE's are based on percentiles, which compare the pupil's performance in relation to the general population. For a pupil's NCE score to remain the same at posttest as at pretest does not denote a lack of absolute progress; on

the contrary, it means that the pupil has maintained the same relative position in terms of the general population. Even a small gain in NCE's indicates an advancement from the pupil's original standing. The data indicated, in terms of NCE change scores, that nearly half of the pupils made gains from their original standing. The tests from which NRT data were collected were presumed to reflect the varying knowledge base of pupils in the fall and spring. Comparative analysis of the different levels of tests utilized may not reflect pupil achievement to the degree desired, given the developmental stage of pupils at the times of test administration. While the level of achievement did not occur to the degree anticipated, teacher ratings would appear to indicate that the reading skills of target pupils were substantially enhanced through direct interaction with the instructional aide. The overall success of this program reaffirms that instructional aides with appropriate training and directed classroom service may be effectively employed by first-grade teachers to improve reading skills of underachieving pupils.

Considering the basic importance of reading skills to the educational process, as well as the major role that a lack of such skills play in inhibiting the progress of underachieving pupils, efforts to improve the effectiveness of reading instruction should be encouraged. The present program, having demonstrated effectiveness by improving the reading skills of underachieving pupils, should be continued. The training of aides, however, should be both intensive and extensive, with inservice training sessions provided early in the school year to strengthen instructional and motivational skills. The roles of the instructional team members need to be clearly defined, with emphasis upon joint planning and communication.

Evaluation data and information obtained through the evaluation process suggested that the success of the program could be increased if action was taken on the following items.

1. Careful consideration should be given to the analyses of the different levels of tests administered at first grade, with some exploration of additional methods of measuring pupil's progress in reading.

2. When and where possible, the project evaluator should visit project classrooms to ascertain the status of program evaluation and to answer questions regarding the evaluation. These visits would provide useful information regarding the testing process, and they can be of considerable value in assisting and monitoring the utilization of the test series.

3. Provide teachers and the aides with a clearer definition of the instructional objectives that the aides should be working toward in the classroom. Where possible, clarify the function of the classroom teacher and aide as members of the instructional team.

4. Provide an inservice program to broaden the base of instructional skills as reflected in the survey (relate and share experiences and stories in correct sequence, present materials in imaginative situations), enhance communication skills, and classroom planning.

5. Process evaluation indicated measures should continue to be taken to insure the stability of a trained instructional aide staff. While the turnover rate of instructional aides has been reduced, there is still a need to provide trained aides for positions vacated throughout the school year. Maintaining trained aides would enhance program achievement and continuity.

6. From visitation and discussion with project personnel, there were probably more pupils served during the 1985-86 school year than what the data indicate. Collection of data has improved since the 1984-85 school year, but there is still a need for more accurate accounting. When and where possible, the project evaluator should visit project classrooms to enhance the collection of demographic data on pupils served.

References

CTB/McGraw-Hill Staffwriters, Comprehensive Test of Basic Skills. Monterey, California: CTB/McGraw-Hill, 1981.

Johnson, Jessie M., Final Evaluation Report, Adaptation of Curriculum, Instructional Methods, and Materials Component, Instructional Aide Program July 1985, and 1984. Columbus (Ohio) Public Schools; Department of Evaluation Services.

Appendix

Appendix

Kindergarten Component

Pupil Census Form

Classroom Teacher Survey

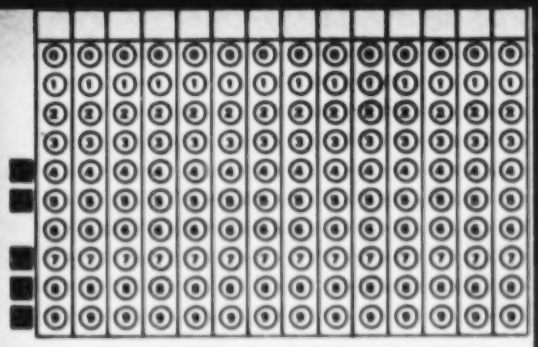
Instructional Aide Program Training Survey

Instructional Assessment Instrument

First Grade Component

Classroom Teacher Survey

Instructional Assessment Instrument



STUDENT	SCHOOL	GRADE	SEX
			MALE ○ FEMALE ○

TOTAL DAYS OF PROGRAM ENROLLMENT (1 2 3)	TOTAL DAYS OF PROGRAM ATTENDANCE (4 5 6)	HOURS OF INSTRUCTION PER WEEK

NCS Trans Optic 08 8153 32

LAST NAME _____ FIRST NAME _____ M. I. _____ SEX _____ TEACHER NUMBER _____

SCHOOL _____ H. R. _____ GRADE _____

USE A NUMBER 2 PENCIL. ERASE COMPLETELY WHEN MAKING CORRECTIONS.

1. WAS THIS A NON-ENGLISH SPEAKING STUDENT? (SEE MEMO).

YES * NO *

2. WAS THIS PUPIL SERVED BY A CHAPTER 1 PROGRAM?

YES * NO *

Columbus Public Schools
Instructional Aides Program (Kindergarten)
1985-86

CLASSROOM TEACHER SURVEY

The Classroom Teacher Survey of the Instructional Aide Program is designed to evaluate your perceptions of the overall aide program. Please complete the following survey and return it by school mail no later than May 12, 1986. Thank you.

Part 1. Listed below are statements regarding the Instructional Aide Program. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strongly Agree, (A) Agreement, (U) Undecided, (D) Disagree and (SD) Strongly Disagree.

1.	The overall readiness to read of pupils in the target group has improved significantly as a direct result of interacting with the instructional aide.	SA	A	U	D	SD
2.	The instructional materials made by the aide were useful in working with children.	SA	A	U	D	SD
3.	The instructional aide has a basic understanding of how kindergarten pupils begin to read.	SA	A	U	D	SD
4.	The Resource Guide and Handbook developed for the program has been of great value to the aide in helping pupils.	SA	A	U	D	SD
5.	During readiness activities, the instructional aide relates well to the pupils.	SA	A	U	D	SD
6.	The CTBS instrument seemed to be an adequate measure of reading readiness.	SA	A	U	D	SD
7.	The instructions given to complete the CTBS testing process were adequate.	SA	A	U	D	SD
8.	The time alloted for testing was adequate.	SA	A	U	D	SD

Part 2. Please indicate the degree to which progress was experienced by target group pupils in reading and language arts which can be attributed to the efforts of the instructional aide. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strongly Agree, (A) Agree, (U) Undecided, (D) Disagree and (SD) Strongly Disagree.

As the result of the efforts of the instructional aide, target group pupils are able to:

1. Relate and share experiences and stories in correct sequence	SA	A	U	D	SD
2. Participate in imaginative situations: pantomime, puppetry, role playing, etc.	S	A	U	D	SD
3. Write the letters of the alphabet	SA	A	U	D	SD
4. Write their names and numbers (1-20)	SA	A	U	D	SD
5. Deliver oral messages correctly	SA	A	U	D	SD
6. Listen and respond to stories, poems, plays and other literary forms	SA	A	U	D	SD
7. Recall details, stories	SA	A	U	D	SD
8. Differentiate likes, similarities shapes, sizes, facts and fantasies	SA	A	U	D	SD
9. Know the sounds of single consonants	SA	A	U	D	SD
10. Match words to pictures	SA	A	U	D	SD
11. Understand the main idea	SA	A	U	D	SD
12. Recognize basal words from the Ginn reading series	SA	A	U	D	SD

Part 3. Listed below are questions regarding the impact of the instructional aide on the progress of target pupils. Please indicate your response by recording the appropriate number.

1. How many instructional aide program target pupils are you retaining this year because of deficiencies in reading readiness skills and language development?_____

2. How many instructional aide program target pupils might you have retained, because of poor reading readiness skills and language development, were it not for the services of the instructional aide? _____

Columbus Public Schools
DPPF Instructional Aide Program
1985-86

INSTRUCTIONAL AIDE PROGRAM TRAINING SURVEY

: _____
| | | | | | | |
|_|_|_|_|_|_|_| (month, day, year)

onent: _____Kdg.____1st Grade

ect Area(s)_____

nter(s)_____

Please check (✓) one:
___Principal
___Teacher
___Instructional Aide

Please check (✓) one:
Years of Experience in Inst. Aide Prog.
___(1st Year)
___(2nd Year)
___(3rd Year)
___(More)

ructions: Answer the question below by putting a check (✓) in the space that best shows your opinion.

The content presented at today's session was:

a. very informative ____
informative ____
not informative ____

b. very interesting ____
interesting ____
not very interesting ____

c. very worthwhile ____
worthwhile ____
not worthwhile ____

Was the length of the session adequate for presentation of the subject area?

Yes_____ No_____ Explain_____

_____

Was there sufficient opportunity for questions and answers?

Yes_____ No_____ Explain_____

Were questions answered? Yes____ No____ Explain_____

_____

What changes do you suggest for improving today's session?_____

_____

What subject areas do you recommend for future sessions?_____

_____

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Columbus Public Schools
Instructional Aides Program (Kindergarten)
1985-86

INSTRUCTIONAL AIDE ASSESSMENT INSTRUMENT

The Instructional Aide Assessment of the Kindergarten Instructional Aide Program is designed to evaluate your perceptions of this program. Please complete the following assessment and return it by school mail no later than May 12, 1986. Thank you.

Part 1. Please respond to the following statements by circling one response which best indicates whether you (SA) Strongly Agree, (A) Agree, (U) Undecided, (D) Disagree, or (SD) Strongly Disagree with each statement.

1. As a result of the inservice training sessions, I have a greater understanding of how kindergarteners get ready to read.	SA	A	U	D	SD
2. The inservice training sessions have helped me to effectively participate in the reading readiness activities which are conducted in a kindergarten classroom.	SA	A	U	D	SD
3. As a result of the inservice training sessions, I have a better understanding of the concerns and responsibilities that a kindergarten teacher has toward the beginning instruction of reading.	SA	A	U	D	SD
4. The topics presented in the inservice training sessions were helpful to me in understanding my job in the classroom.	SA	A	U	D	SD
5. I understand how the Ginn reading series is to be used at the kindergarten level.	SA	A	U	D	SD
6. During the inservice training sessions, I learned many activities and instructional methods which may be used in the instruction of reading with kindergarten pupils.	SA	A	U	D	SD

7. These inservice sessions have made me aware of the instructional resources made available by our school system.	SA	A	U	D	SD
8. After the inservice training session, I felt prepared to help children in learning to read.	SA	A	U	D	SD
9. I shared information from the in-service training sessions with the kindergarten teacher(s) to whom I am assigned.	SA	A	U	D	SD
10. The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils to learn to read.	SA	A	U	D	SD
11. The Resource Guide and Handbook has assisted me in the instruction of reading and language arts skills.	SA	A	U	D	SD

Part 2. As required by the Department of Education, for the State of Ohio, please indicate below the average number of sessions you work with target students per week; the average number of students, where appropriate, and number of minutes per session. A session is defined as a block of time in which you provide direct service to target pupils, individually or in a small group. The calculation of the average number of sessions and average number of minutes pupils are served is based upon a typical week in which instruction was provided by the categories listed below.

	AVERAGE		
	Number of Sessions Per Week	Number of Students Per Session	Number of Minutes Per Session
1. Individualized Instruction			
a. Writing Skills	_____	N/A	_____
b. Reading	_____	N/A	_____
2. Small Group Instruction			
a. Writing Skills	_____	_____	_____
b. Reading	_____	_____	_____

Columbus Public Schools
Instructional Aides Program (First Grade)
1985-86

CLASSROOM TEACHER SURVEY

The Classroom Teacher Survey of the Instructional Aide Program is designed to evaluate your perceptions of the overall aide program. Please complete the following survey and return it by school mail no later than May 12, 1986. Thank you.

Part 1. Listed below are statements regarding the Instructional Aide Program. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strongly Agree, (A) Agree, (U) Undecided, (D) Disagree and (SD) Strongly Disagree.

1.	The overall reading and language arts abilities of pupils in the target group improved significantly as a result of interacting with the instructional aides.	SA	A	U	D	SD
2.	The instructional materials made by the aide were useful in working with children.	SA	A	U	D	SD
3.	The instructional aide has a basic understanding of how beginning reading and language arts are taught.	SA	A	U	D	SD
4.	The Resource Guide and Handbook developed for the program has been of great value to the instructional aide in helping pupils.	SA	A	U	D	SD
5.	During reading and language arts activities, the instructional aide relates well to the pupils.	SA	A	U	D	SD
6.	The CTBS instrument seemed to be an adequate measure of pupil achievement.	SA	A	U	D	SD
7.	The instructions given to complete the CTBS testing process were adequate.	SA	A	U	D	SD
8.	The time alloted for testing was adequate.	SA	A	U	D	SD

Part 2. Please indicate the degree to which progress was experienced by the target group pupils in reading and language arts which can be attributed to the efforts of the instructional aide. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strongly Agree, (A) Agree, (U) Undecided, (D) Disagree and (SD) Strongly Disagree.

As the result of the efforts of the instructional aide, target group pupils are better able to:

1. Relate and share experiences and stories in correct sequence.	SA	A	U	D	SD
2. Participate in imaginative situations: pantomime, puppetry, role playing, etc.	SA	A	U	D	SD
3. Write lower and upper case alphabet	SA	A	U	D	SD
4. Write numerals correctly	SA	A	U	D	SD
5. Form and space letters and words correctly	SA	A	U	D	SD
6. Use manuscript to copy words and sentences correctly	SA	A	U	D	SD
7. Match words with pictures	SA	A	U	D	SD
8. Recognize that words may name people, places, animals, and things	SA	A	U	D	SD
9. Recognize that words may be grouped to express a complete thought	SA	A	U	D	SD
10. Identify certain groups of words or sentences	SA	A	U	D	SD
11. Listen and respond to stories, poems, plays, and other literary forms	SA	A	U	D	SD
12. Recognize basal words from the Ginn reading series.	SA	A	U	D	SD

Part 3. Listed below are questions regarding the impact of the instructional aide on the progress of target pupils. Please indicate your response by recording the appropriate number.

1. How many instructional aide program target pupils are you retaining this year because of reading deficiencies?_____

2. How many instructional aide program target pupils might you have retained, because of reading deficiencies, were it not for the services of the instructional aide?_____

Columbus Public Schools
Instructional Aides Program (First Grade)
1985-86

INSTRUCTIONAL AIDE ASSESSMENT INSTRUMENT

The Instructional Aide Assessment of the First Grade Instructional Aide Program is designed to evaluate your perceptions of this program. Please complete the following assessment and return it by school mail no later than May 12, 1986. Thank you.

Part 1. Please respond to the following statements by circling one response which best indicates whether you (SA) Strongly Agree, (A) Agree, (U) Undecided, (D) Disagree and (SD) Strongly Disagree with each statement.

1. As a result of the inservice training sessions, I have a greater understanding of how first graders learn to read.	SA	A	U	D	SD
2. The inservice training sessions have helped me to effectively participate in the reading and language arts activities which are conducted in a first grade classroom.	SA	A	U	D	SD
3. As a result of the inservice training sessions, I have a greater understanding of the concerns and responsibilities that a first grade teacher has toward the instruction of reading, and language arts.	SA	A	U	D	SD
4. The topics presented in the inservice training sessions were necessary to help define and support my role in the classroom.	SA	A	U	D	SD
5. I understand how the Ginn reading series is to be used at the first grade level.	SA	A	U	D	SD
6. During the inservice training sessions, I learned many activities and instructional methods which may be used in the teaching of reading and language arts with first grade pupils.	SA	A	U	D	SD

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7. These inservice sessions have made me aware of the instructional resources made available by our school system. SA A U D SD

8. After the inservice training session, I felt prepared to help children develop and use reading and language arts skills. SA A U D SD

9. I shared information from the inservice training sessions with the first grade teacher(s) to whom I am assigned. SA A U D SD

10. The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils develop and use reading and language arts skills. SA A U D SD

Part 2. As required by the Department of Education, for the State of Ohio, please indicate below the <u>average number of sessions</u> you work with target students <u>per week</u>; the <u>average number</u> <u>of students</u>, where appropriate, and <u>number of minutes per session.</u> A session is defined as a block of time in which you provide direct service to target pupils, individually or in a small group. The calculation of the average number of sessions and average number of minutes pupils are served is based upon a typical week in which instruction was provided by the categories listed below.

	AVERAGE		
	Number of Sessions Per Week	Number of Students Per Session	Number of Minutes Per Session
1. Individualized Instruction			
a. Writing Skills	_____	N/A	_____
b. Reading	_____	N/A	_____
2. Small Group Instruction			
a. Writing Skills	_____	_____	_____
b. Reading	_____	_____	_____